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Curricular Report No. 2007-08-5 from the Graduate Council to the Faculty Senate.

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Faculty Senate

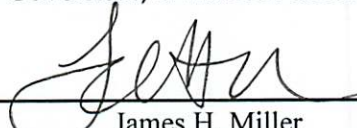
Serial Number #07-08--24

TO: President Robert L. Carothers

FROM: James H. Miller, Chairperson of the Faculty Senate

1. The attached BILL, titled Curricular Report No. 2007-08-5 from the Graduate Council to the Faculty Senate, is forwarded for your consideration.
2. The original and two copies for your use are included.
3. This BILL was adopted by vote of the Faculty Senate on March 27, 2008
4. After considering this bill, will you please indicate your approval or disapproval. Return the original or forward it to the Board of Governors, completing the appropriate endorsement below.
5. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective April 17, 2008, three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; (3) you forward it to the Board of Governors for their approval; or (4) the University Faculty petitions for a referendum. If the bill is forwarded to the Board of Governors, it will not become effective until approved by the Board.

March 31, 2008
(date)


James H. Miller
Chairperson of the Faculty Senate

ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

Returned.

- a. Approved ☒.
- b. Approved subject to final approval by Board of Governors ____.
- c. Disapproved ____.

4/2/08
(date)


President

UNIVERSITY OF RHODE ISLAND
The Graduate School
CURRICULAR REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY
SENATE: REPORT NO. 2007-2008-5

At meeting No. 425 held February 29, 2008, the Graduate Council considered and approved the following curricular matters which are now submitted to the Faculty Senate for information or confirmation as indicated.

I. Matters of Information

A. College of Human Science and Services

1. Department of Communicative Disorders

Changes:

CMD 563 Language Disorders in Infants and Toddlers – change from “required” to “elective”

B. College of Arts and Sciences

1. Graduate School of Library & Information Studies

Changes:

LSC 503 Collection Development – change in title and catalog description to read:

LSC 503 Collection Management (3)

Introduction to the process of collection building and management of resources including various formats and subjects for libraries or information centers. Community assessment, formulation of policies, procedures, and evaluation methods.

LSC 508 Introduction to Information Science and Technology – change in catalog description to read:

LSC 508 Introduction to Information Science and Technology (3)

Introduction to information science through the exploration of fundamental information science theories and information technologies. Theory and technology are discussed and applied to practical purposes in library and information services.

LSC 548 Information Architecture – change in title to read:

LSC 548 Information Architecture and Website Development

II. Matters Requiring Confirmation by Faculty Senate

A. College of Environmental and Life Sciences

1. Department of Natural Resources Science

a. New Course:

NRS 501 Foundations of Restoration Ecology (3)

Overview of the factors involved with implementing an ecological restoration. Will synthesize the physical, biological and human factors that determine restoration success. (Lec. 3) Pre: BIO 262 or permission of instructor.

B. College of Human Science and Services

1. Department of Human Development and Family Studies

Changes:

Change the number of required developmental seminars (HDF 511, 512, 513, 514) from 1 to 2.

Rationale: By requiring an additional developmental seminar that covers another period of the life-span, this requirement will deepen student knowledge of development and better meet the needs of students interested in working with families. This requirement also will stabilize enrollment in these courses.

Allow HDF 535 or HDF 530 as family studies requirement.

Rationale: In the past, HDF and MFT have shared teaching responsibility for HDF530. However, HDF 530 is no longer required by the MFT program and the HDF program is considering whether to revamp this course or drop it as a requirement. In the meantime, we are allowing HDF graduate students to take HDF 535, Families under Stress, as an alternative family studies course. We are requesting to formalize this arrangement.

Replace the comprehensive exam requirement with a portfolio requirement.

Rationale: Currently, HDF requires both a comprehensive exam and a portfolio. Our examination of similar programs suggests that most require only one, if that. We believe the portfolio requirement makes more sense for both the program and the student for four reasons: 1) HDF students already complete a thesis that incorporates much of their knowledge from the program, making the comprehensive exam somewhat redundant; 2) unlike the comprehensive exam, the portfolio provides a great opportunity for students to reflect on their personal and professional growth in the program; 3) the portfolio allows students to showcase their expertise and skill sets to potential employers; and, 4) the HDF program can use these portfolios to assess how well the program is reaching its student learning objectives.